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ABSTRACT

This script was written to accompany a series of 118 color slides and presents the view that the important elements in caring for and teaching very young children cannot be packaged as a curriculum. Everything that goes into affectionate and satisfying child care, day after day, offers many opportunities for learning by babies, toddlers, and their caregivers. Expensive toys and equipment are for this type of "curriculum." Some child development theories are briefly presented, and infants and toddlers are shown learning through various aspects of routine daily care, exploration and play, and visits to doctor's office and nursery school. Results are reported of a study of 20 babies under the age of 2 receiving all-day care in a nursery using the old-fashioned "curriculum" presented in this slide series. Paired with babies brought up in their own homes by interested, involved mothers, they kept pace in mental, motor, and social development. Instructions are included for ordering the slide series. (AJ)

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curriculum for the infant and toddler

A Color Slide Series with Script

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INTRODUCTION

The past decade has brought a tremendous upsurge of interest in research on learning in infancy and of effort to provide for the <u>educational</u> needs of children younger than three.

Several years ago, the CBS television series "The Twenty-first Century" highlighted this new interest in infancy by depicting some of the infant-toddler research and demonstration projects in the United States. A number of the projects have what has been termed a "cognitive emphasis" --- that is, they are defining all the things that babies learn (or could learn) in the first three years of life and are demonstrating how this learning can be facilitated (and even hastened) by a properly stimulating environment. "Infant stimulation" has become fashionable, particularly among those who believe that babies lead dull lives and could make good use of appropriately challenging learning opportunities in the first months and years of life.

The commercial toy field has also discovered infancy, and catalogs are brimming with enticing equipment that is said to represent the latest knowledge about infant development and is practically guaranteed to produce "cognitive gains" in children whose parents or teachers purchase these materials.

An enormous demand has been created for a "packaged" curriculum for infants and toddlers. It is true that toys and instructions for their use (a series of "graded learning experiences") can be easily "canned" and sold. However, such packages ignore the all-important elements in living with and teaching children: flexibility, warmth, enjoyment, encouragement, affection, and wonder cannot be packaged. And there is considerable evidence that these are the crucial influences in a child's ability to learn --- <u>not</u> the package of toys, however ingeniously devised and presented.

And that is what this slide series is about . . .

SLIDE #1
"Infant Curriculum?"

(Poster-montage)

"Start your own crib college," says one toy catalog. "Subscribe to the toy-of-the month," urges another. To say "infant stimulation" is to visualize all the educational toys, mobiles, materials for sensory and motor and language stimulation that the catalogs show. These are of course curriculum materials, all very fine, all representing ways of supplying stimulation in a baby's life. But these playthings are of relatively minor importance in the full sweep of a child's development. They are also relatively unavailable to most children and parents. They are only the smallest part of an infant curriculum. The largest part has to do with the <u>way</u> they are presented to babies.

#2 Teachers planning a curriculum in the library

Curriculum for the very young is not something heavy, serious, bookish. The textbook-definition falls on the ear with such a thud that one recoils from applying it to babies and toddlers:

"A planned sequence of events ... Activities and experiences occurring in a prescribed time period intentionally organized and implemented to achieve a desired result ... The teacher must plan and offer the curriculum and the learner must participate and benefit from the offering if the curriculum is to be judged successful ...

#3 Books as curriculum materials

"Curriculum" in any traditional sense is bookish. For infants and toddlers it must be thought of as alive with feeling and caring.

Here rather are curriculum materials as that term is applied to teaching-and-learning as one lives with very young children.

#4, #5, #6, & #7 Curriculum materials for infant-toddler programs

And this definition of curriculum for the very young:

> *"Curriculum is what happens. Curriculum is all that happens to little people in the first years of their lives."*

#8, #9, #10, #11, #12, #13, #14, and #15 Child-care, care-giving, the "real" curriculum for infants/toddlers

Curriculum is CHILD CARE and everything that goes into good care, day after day. As he/she is cared for the baby does his growing and learning. As he is held, cuddled, bathed, fed, rocked, sung to, diapered and dressed, talked to and listened to, played with, offered toys, taken on walks, taken to the clinic doctor, encouraged to creep, stand, walk, imitate, the baby LIVES the curriculum.

"AM I IN GOOD HANDS?"

Most people know that daily care and affectionate caring are the proper curriculum for babies.

Most people know that "curriculum" is to be lived. They have seen it happen with children who developed well in the care of mothers and grandmothers who never heard of "creative playthings." But often people like things to be complex, to be "more theoretical."

"GOOD CHILD CARE IS CURRICULUM?"

That's hardly academically respectable, hardly challenging for 21st century babies!

#16 & #17 "I just want to tell you one thing...from time to time I ask myself, 'Am I in good hands?'"

Many people feel safer with a theory to apply, feel themselves to be "in good hands" if they have read a book about child development and on that base their planning for children.

Theories do help, do reassure people they are "in good hands." There are many ways of looking at growth and development that can be of help to those who live and work with children

A successful curriculum is based on a recognition of how children grow and develop and what they need at each level of development.

Erik H. Erikson has helped many parents and workers to understand how development proceeds --- from infancy to mature adulthood.*

#18 "Allison knows that good things are coming ..."

#19 "When you waken from nap, someone you like comes in to see what Stephanie wants now..."

Erikson tells us that what the infant needs most is an environment that enables him to develop a sense of trust, the feeling that he is in good hands, that those adults to whom he is entrusted really do care about him. An infant has physical needs for things like food and warmth and sleep . . .

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**Those who have the task of caring for children will find it helpful and interesting to read these two books:*

Childhood and Society by Erik H. Erikson.
(especially chapter 7, "Eight Ages of Man.")

A Healthy Personality for Your Child by James L. Hymes, Jr.

#20 "Happiness is a warm lap. All through your life you have needs for comfort and contact ..."

A child also has psychological needs for contact with adults through cuddling, rocking, talking and play. Erikson's theory proposes that this is the time that the child whose physical and psycho-psychological needs are met learns that the world is a good place and that people can be trusted. In a world that is warm and trustworthy and safe, filled with adults who care, the baby is freed to grow and learn and master the tasks that are appropriate to the next stage of development.

If the infant is fortunate and learns <u>basic</u> trust, this enables him to move, as a toddler, into the second stage that Erikson labels <u>autonomy</u>. In this stage the child becomes aware of himself as a person and is developing mastery of his own body and objects.

#21, 22, & 23 The full rich sense that one is a person with the freedom to live at one's own pace.

"Who says just one cooky?" When you become autonomous you can decide for yourself how many cookies you get for snack.
The toddler wants to test his wings, climb where he wants to climb, touch what he wants to touch, do what he wants to do. But he wants this freedom with love and with some reasonable limits.

The beautiful, autonomous toddler ... Cary is ready to go on to the next stage of being someone who has an idea and knows how to carry it out.

PIAGET'S THEORIES

We can look to Piaget's theory, through his outline of the stages in infant/toddler development, for ideas about what the child is capable of at different stages of development, and this provides us with clues about how we might plan an appropriate program ("curriculum") suited to each stage, as one follows the other.*

#24
Piaget's Stage 1

Piaget has pointed out that the stages overlap somewhat, but essentially in Stage 1 the infant uses the equipment he is born with: he sucks, he waves his arms and legs, he cries, he looks, and the more he does these things, the better he does them. From birth to about one month of age, people and things are in turn feeding him new stimuli and offering him experiences that give him opportunity to use the equipment he was born with.

#25
Piaget's Stage 2

At Stage 2, from about 1 month to 4 1/2 months of age, he combines looking with sucking, looking with reaching, looking with listening. An infant can fall noticeably behind at this early age. Barren surroundings, lacking in interaction with people, will not help him move ahead.

**There are many books by and about Piaget, the famous Swiss psychologist and zoologist. The student or worker who wants a clear and brief introduction to his writing about children may like to read Chapter 1 in Children: Behavior and Development by Boyd McCandless.*

#26 *Piaget's Stage 3*	*At Stage 3, from 4 1/2 months to 8 or 9 months, the baby looks for objects that disappear; he he anticipates; he seems to be discovering what follows what; he begins to discriminate strangers; he watches his own hands and feet. By the end of Stage 3 babies can be seriously retarded unless they have had many things to look at, listen to, and reach for, and much social, playful interaction with adults and other children.*
#27 *Piaget's Stage 4*	*At Stage 4, from about 8 or 9 months to 11 or 12 months, the baby begins actively to reach his own goals; he works tirelessly to get something he wants; he is a great imitator; his behavior is more purposeful. By this stage most babies are crawling and some are pulling themselves to a standing position and some are walking. The baby works tirelessly and joyously to master these motor skills and to speak a word or two.*
#28 *Piaget's Stage 5*	*In Stage 5 (around one year to 18 months or 2 years) we have the runabout, into everything and full of curiosity. Everything has to be explored, the new is tried for its own sake, "How does it work?" Notions of causation become clearer. It is more obvious that he knows that things, objects, persons are permanent.*
#29 *Piaget's Stage 6*	*The Stage 6 toddler begins to operate more and more by symbols; he is better at problem solving; he hunts for things and remembers where he put them and where things are kept. He is a busy explorer and imitator. He has begun the mastery of language.*

Now that we know ourselves to be "in good hands," secure with a theory (or two), we can move ahead to look more closely at a curriculum for infants and toddlers . . .

The slide series that follows may be titled "Curriculum for the Very Young" or, preferably, "Life with Baby."

The slides show, in ways we can all see, what learning is like in infancy and toddlerhood. They show a series of caregiving acts, some very simple play activities, some common experiences in growing up, that are part of ordinary, daily experience. Each picture is accompanied by notes about what this experience means for growth, learning, development, and child management . . .

The slides have been chosen to show that experiences in babyhood should be pleasurable and fun. If they are, then learning is fun and learning is effective. The "curriculum" produces further growth and further learning . . .

THE BABY LEARNS THROUGH HANDLING, STIMULATION, AND PERSONAL INTERACTION DURING ROUTINE CARE - AND THROUGH HIS OR HER ENJOYMENT OF BEING CARED FOR AND GIVEN ATTENTION

#30 Martie is held for bottle feeding

The smell and taste of her bottle, eye-to-eye contact, the feel of being held and rocked ... Martie integrates all these sensations as she is being fed.

#31 Christie gets her first taste of solid food

Christie is faced with the not-so-easy task of learning to cope with solid food: a new texture, a new smell, a new feel of the spoon, a new skill required for swallowing. All this takes patience, especially if the baby sets the pace.

#32 Martie cooperates in the dressing process

The baby learns to anticipate, play her part in the dressing process. She responds appropriately to the task while she enjoys the consistent handling and listens as she is talked to. She and her caregiver are "in tune."

The stimulation of being held and fondled while your hair is being brushed after nap ... Dressing, good grooming, in the one-year-old's day. But more importantly Lillian is developing a concept of her own body as attractive, a "body-image," a sense of what a pretty little girl she is, of the feminine role she is to play in life.

#33 & #34 Lillian begins the process of learning what a pretty little girl she is

"Who am I? What do I look like?"

#35 & #36 "Who am I?" Lisa and the hand mirror

Answers to these questions come if the adult helps by providing a mirror and helping the baby to see, enjoy, explore, her mirror image.

THE BABY LEARNS TO COPE WITH THE FRUSTRATION AND ANXIETY THAT ARE PART OF MANY EXPERIENCES --- AND TO DISCOVER THAT THESE FEELINGS CAN BE TOLERATED

#37 The doctor's examination

Visits to the clinic, the doctor's examination, the insult of having all your clothes removed ... these are experiences that all children are asked to endure.

#38 Andy must submit to being weighed

#39 Andy is allowed to participate

To the adult it seems a routine matter and "it doesn't hurt," but to a baby who does not really understand what is going on, even routine weighing and measuring is an unpleasant and anxiety-provoking experience. But being allowed to participate makes the experience more tolerable and less frightening.

#40 (Photo by Wayne Miller from Family of Man exibition.)

Babies continually find themselves in situations that require problem solving; they have to deal with much frustration if they are to develop into competent persons, capable of solving more and more problems.

#41 Missy finds it hard to say good-by to mother	Missy finds it difficult to say good-by to mother at the door of the Nursery, but she quickly learns to cope with this anxiety, finding that her mother can be trusted to come back at the end of the day. She is learning about "person permanence," a developmental concept of Piaget.
#42 Confrontation comes early and in small sizes	Confrontation comes early and in all sizes. Sharing is too difficult an idea for toddlers who are only now learning the concept of "it's mine."
#43 The situation worsens	The situation is decidedly worse. For Lori and David, without language, it's impossible even to say "No!" or "Mine!" and such a situation makes one feel very uncomfortable and cross.
#44 An adult's ingenuity eases the tensions	A sympathetic grown-up intervenes before the confrontation gets too painful, so toddlers learn that adults can be counted on to help when problems threaten to become overwhelming.

INFANTS AND TODDLERS LEARN AS THEIR SENSES ARE STIMULATED THROUGH EXPLORATION AND PLAY

#45 Kevin loves water play	*The feel of water pouring onto your bare feet, the cool wet grass, the hot wet sidewalk ... Kevin loves water play and claims his turn with the hose for as long as it is allowed.*
#46 Rusty enjoys the feel of his blanket and his bouncy cot	*Rusty enjoys the feel of his soft blanket, as he bounces on the cot that gives him less support and a sensation different from bouncing on the firm mattress of his crib.*
#47 Sand is an experience in texture: It sticks all over you!	*The texture and malleability of sand. Carol feels it with her fat cheeks and Lewis Richard tries to scoop it up with a juice can --- "it looked so easy when that two-year-old dipped into it!" Sand is nice to sit in; it gets all over you - and then you can <u>really</u> feel it!*
#48 David explores the block with hands and mouth	*This toddler learns about blocks through several of his senses.*

#49 "A mouth is to chew"	*Babies learn about objects by putting them to their mouths. The nerve endings about the mouth are highly developed and very sensitive in the six-to-ten-month old. The baby puts everything in his mouth as a way of exploring, feeling, and learning, as well as tasting.*
#50 Lisa's early experiences with books	*Looking, visual scanning, turning the pages, while on adult enjoys looking with you and talks about the pictures ... this experience is related to the later development of reading skills.*
#51 Chimes aid auditory discrimination	*Chimes are pleasant to listen to, to manipulate, to share with a companion you like and admire. Experiences with different sounds will aid April and Lisa in auditory discrimination.*
#52 Jay's lunch: an experience in smell, taste, touch, and vision	*This toddler is savoring the smell, taste, sight and feel of his lunch ... and obviously enjoying it.*
#53 The ocean breeze on a toddler's bare body	*Here the observer shares the sensation of the ocean breeze on Jay's bare body. He is ready; he anticipates what comes next: hot sun, beach sand, and salt water.*
#54 The weight of warm wraps in winter	*In winter the toddler experiences tactile stimulation of another kind: clothes that bundle him up and restrict his movements. Even the twigs and bushes are to be felt and experienced.*

#55, #56, & #57
"form becomes feeling"...

Early experience with the flat plane ...
and the circlet

Frank Lloyd Wright, in recollections of his early childhood play with blocks and shapes, recognized the influence these had had on his later interests. He said that through these experiences "form became feeling."

He wrote: "... early experiences with the straight line, the flat plane, the square, the circlet ... these forms were the secret of all effects that were ever got into the architecture of the world ..."

#58 Andy's round world: on the inside looking up

Circles and squares and triangles to play with. And Andy in a round world, looking up.

#59
How different --- from the outside looking down

It looks different to him when he is on the outside looking down. every form looks different when viewed from a different perspective, and you can begin to learn this long before you're two years old.

#60 The shape and perspective of Regina's world	*A solid rectangular box out under the trees ... and Regina's world has a still different shape and feel.*
#61 Charlie can step on a rainbow ...	*A prism hanging in a window can produce this effect every sunny day. Charlie is seeing colors and learning about the properties of objects. You can step on a rainbow ...*
#62 ... but you can't pick it up ...	*... but you can't pick it up ...*
	... not even a tiny edge!
#63 ...not even a tiny bit!	*No more can you catch your own shadow!*

#64 Light switches are magic	*Light switches are to cut on and to cut off --- at will! Jay has a real sense of power and of magic. He can make it happen!***
#65 Highway engineer --- age 19 months	*This toddler senses a difference in surfaces. The rug offers more resistance, so he has to lean forward and push harder; but at the same time, when his foot moves from the smooth floor to the rug, he'll get better traction, and that will make it easier to move ahead.*
#66 "It looks so easy ..."	*How does it work? It looks so quick and easy when adults do it. He won't give up readily and he may be successful.*
#67 Physics is fun	*All learning, even physics, is fun when you're a toddler. Here Jay "feels" the principle of buoyancy: as the weight of the filled coffee pot gets heavier than the amount of water it displaces, it will surely sink.*
#68 Concentric circles in the tub	*The dumped-out water makes ripples and waves in concentric circles and you can feel it and see it and hear it.*

**This phrase is borrowed from a delightful little book by Ira J. Gordon: Baby Learning Through Baby Play. A Parents Guide for the First Two Years.*

***Also charming, amusing, and enormously informative about infant-toddler learning is Selma Fraiberg's book, The Magic Years.*

"THE MORE A CHILD HAS SEEN AND HEARD, THE MORE HE WANTS TO SEE AND HEAR ..." (PIAGET)

So it becomes important to provide young children with interesting materials for exploration, for experimentation, for stimulating themselves:

#69 Pots and pans as learning materials

Some objects in the kitchen cupboards are light, some are heavy. Some reflect your image. Mothers have known for years that pots and pans are the best of all possible curriculum materials for the crawler and toddler.

#70 Pots and pans enjoyed "all by yourself"

They can be carried about, looked at in different ways. Best of all, the adults give you time to investigate and explore, to enjoy things, unhurried, all by yourself.

#71 Andy observes the trajectory of an object falling through space

Piaget says the infant watches the trajectory of an object falling through space. Andy has learned that with very little encouragement things will fall off a shelf or spill out of a basket.

#72 Andy and the xylophone

A xylophone is much more than a music maker. It takes a lot of study to see how it works --- and even then it refuses!

#73 David and the coffee can

Another everyday household item becomes an excellent receptacle for learning. A coffee can is to put into and to take out of ...

#74 "good to the last drop!"

... to view the room through the opalescent plastic end, to drink out of.
"Good to the last drop!"

#75 Jay practices zipping and unzipping

Manipulating a zipper on an old brief case takes a lot of concentration and practice ; it involves fine finger skills and it takes practice before you develop real competence.

#76 Lori and the carton

A cardboard carton covered with bright contact paper is colorful and favored over more expensive "bought"toys.

#77 She carries the carton

It is easy to lift, and to carry it around gives you a feeling of power and efficiency. A laundry basket and fat pillows with tough plastic covers are good playthings too.

#78 She pushes the carton

Pushing an empty, upside-down carton through space requires another kind of skill with your body.

#79 She explores inside the carton

Toddlers like to experience feeling and touching, without seeing.

#80 Toddlers prefer the non-commercial toys

In the midst of an array of "commercial" curriculum materials, the two toddlers in the foreground are intrigued with a carton and a coffee can, and the baby in the background has relinquished two empty plastic hand-lotion bottles to regard his favorite caregiver who just opened the door.

#81 Heather in a carton that"just fits"

Happiness is ... a box that just fits your 18-month-old body.

#82 Enough for everyone

The best thing about cardboard boxes: there are always enough to go around. No sharing problems to make little people feel anxious and uncomfortable!

PLAN THE CURRICULUM FOR SOME "TIME ALONE"

It is important in designing an infant curriculum to allow time for a child to be alone and quiet, to choose his own source of stimulation.

#83 Graham jumps in her crib and looks out the window

This toddler is enjoying jumping in her bed and looking out the window. No one is showing her what to look for. For a varied experience, children's cribs can be moved from one part of the room to another to provide a change of vantage point for viewing, indoors, outdoors.

#84 Water play is for solitude

For centuries, water play has been recognized as therapeutic. How relaxing, Jay finds, to play in water, to imagine and act out all by oneself without adult interference.

#85 Lisa is given time to think about her thoughts

The toddler needs time to be alone, time to think about and to make sense of all the things that are happening around her and happening to her. It is too easy in a room full of activity to overlook the importance of arranging for this kind of quiet time, when a child can "think about her thoughts."

#86 The adult talks and smiles . . .	Eye-to-eye contact, smiling, talking to a baby, stimulate her response to verbal and social interaction. The adult talks and smiles . . .
#87 ...and the baby smiles in response	... and the baby responds with a smile. Smiling in response to another person is an important milestone in development.
#88 David says, "Ball"	It is equally important, in encouraging language development, to <u>listen</u>, to let the toddler provide the cue. David says, "ball," and you reward him with your delight, as he sees the ball, touches it, and hears <u>your</u> voice matching <u>his</u> sounds.
#89 A singing game	Singing to babies, playing peek-a-boo and other games, increase the probability that the child will attempt her own sounds and playful responses.
#90 Learning about "bye-bye"	Babies need to have opportunities for tying words to objects and actions --- and they can do this long before they can say the words themselves. Lillian practices waving "bye-bye" to the adult who says the words to her in an appropriate situation.
#91 Cheri knows a kitty says, "Meow..."	Here is Cheri, holding a toy kitten, looking at a picture of a kitten and saying "Meow," a nice easy sound to which she is able to attach meaning.

IMITATION IS AN AID TO LEARNING

#92 Lori and the telephone

The young child copies everything she sees the adult do. Lori certainly has the general idea of what long telephone conversations involve!

#93 Jay and the hairbursh

Big boys brush their own hair and it is done exactly as Daddy does it. Jay prefers to do it himself, now he has watched how it's done.

#94 & #95 Cheri and the doll; how it feels to be a mother

Mothering is serious business - and of enormous interest to the toddler who has experienced real "involvement" in that process. She knows just what you do and how you do it - and she does it very well, imitating exactly what she herself has observed and experienced so recently.

#96 & #97 April in the kitchen corner, imitating the process of baking

Working in the kitchen (and in fact each aspect of housekeeping) intrigues the toddler. April imitates cooking and baking, housekeeping processes that produce measurable results!

#98 Learning from each other

Toddlers imitate and learn from one another, the younger ones looking with admiration and respect upon those slightly older and more competent.

#99 Dara gets her head up for a good look

When the baby, around six weeks or two months of age, is able to get her chest and head up off the bed or floor, there is so much more that she can investigate.

#100 A vertical world is quite different from a horizontal one

And when the baby learns to sit alone, his world changes from a horizontal to a vertical one; and as his arms, legs, and eyes get coordinated and he learns to crawl, he can go after those things he sees (and hears) in the distance.

#101 Crawling is another major milestone

Creeping brings all kinds of attractive things within reach.

#102 Judging speed and distance takes practice

When you're first learning, it's hard to judge speed and distance, but with practice you can soon improve!

#103 Carol's first steps

First steps bring still another world within reach. Success at last! A little something to steady by is reassuring at first, but soon she'll be running away --- just to tease.

LEARNING SELF-MASTERY --- DEVELOPING COMPETENCE

Another important aspect of the infant-toddler curriculum is the experiences that lead to self-mastery and the feeling of becoming a competent little person.

#104 Martie decides when she's had enough of the bottle

Martie at six months is beginning to control her environment. A sensitive caregiver lets <u>her</u> decide when her tummy is full . . .

#105 Lisa accepts a little help with the cup

Just a little bit of help insures some measure of success in self-feeding and builds confidence as Lisa learns to manage a paper cup.

#106 Jay manages "easy"foods without help

The slightly older toddler needs less help. The secret is to offer "manageable" food and not to expect too much or too little.

#107 The competent two-year-old Tony

Happiness is ... a plate of food when you're really hungry --- and the skills to eat without any help at all. This is mastery; this is competence!

#108 April gives whole hearted cooperation in toilet training...

Erikson has expressed the view that toilet training need not be an upsetting, unhappy experience, inevitable in toddlerhood, but rather it may be for the child one of the dramatic achievements of this stage of development.

#109 ...and stays in command of the situation

Here is self-mastery. April has learned to respond to her own inner control and is well in command of this situation.

#110 It's raining outside	*This rainy day marked the end of more than two months of drought, so that these toddlers probably had no memory of rain and found it a totally new and exciting experience. Their caregiver placed large blocks under the low open window and allowed them to put their hands out to feel the rain. They watched it, heard the swish of cars in the parking lot and on the street, smelled the rain on the hot pavement.*
#111 Rain feeds all the senses	
#112 Looking out at sunshine	*Looking out the window is always a rich experience. There's so much to see -- other toddlers going out to play, mommies and daddies arriving and leaving, milk trucks, laundry trucks, boys on bicycles, sunshine . . .*
#113 A picture book is always an attraction	*Reading to children, showing picture books, is sure to draw an audience. You can talk about the pictures, label familiar objects. One of the toddlers has a doll-baby bottle and offers to feed the kitten in the picture book.*
#114 & #115 You can enter into the story . . . by feeding the kitty	*This is reality-testing, more than merely "reading a book." It's using books and pictures creatively with other play materials.*

CHILDREN SHARE THE INTRIGUING ADULT WORLD

#116 "What is that interesting object?"

So much of the world of adult possessions is not for touching! "What is that interesting object?" (Adults use it with such concentration and efficiency.)

#117 "It's OK to touch"

A warm, friendly, responsive adult says it's okay to touch it so Cary investigates . . .

#118 Cary is allowed to try it out

And feels again a little of what it's like to be a powerful grown-up.

THIS CAN BE CALLED "CREATIVE CURRICULUM"

HAS SUCH A CURRICULUM EVER BEEN TESTED?

IS IT ANY GOOD FOR BABIES?

IS THIS REALLY THE WAY TO "GET IT ALL TOGETHER?"

Do we know whether this kind of curriculum is any good for babies? A curriculum involving tender-loving-child-care, involving awareness of what a baby may be learning in each 'small' moment of the day, involving simply fun and pleasure as well as some frustrations --- can this assure the happy results of learning, growth and development?

The Demonstration Nursery Center at the University of North Carolina at Greensboro has a program of all-day care for infants and toddlers. There are 20 babies under the age of two who "live" the curriculum, described here. Their caregivers follow no formal curriculum, neatly written down so that everyone can know what to "teach" each day. The Center has no "cognitive emphasis." The staff does not conform to the currently fashionable view that a baby is a small computer that adults must program daily.

*The babies accomplish their own learning as they play with toys, are fed and put to sleep, as they interact with each other and with the grown-ups who are always ready to talk with them, listen for their cues, show how things work, laugh and play, and "teach" the games that babies love**

This program has been evaluated by comparing the Nursery Center babies with babies brought up in their own good homes by interested, involved mothers. Each nursery baby is paired with a baby whose home and family background matches as closely as possible his own. Babies in the Nursery Center where good child care <u>is</u> the curriculum, paired with babies who spend their days in their own "advantaged," "stimulating" homes, are compared on tests of mental and motor ability and of social development. Over a period of three years, the "Nursery Center" babies have easily kept pace in development with the "Home" babies.

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*The daily program of the nursery is described in detail in a little booklet, <u>"The good life" for infants and toddlers</u> by Mary Elizabeth Keister. The booklet describes also the evaluation of the program through research on "Home" and "Center" babies.

THE LAST WORD

These slides have shown an old-fashioned "curriculum," made up of all the old, homey experiences that have delighted babies and their caregivers for centuries. It cannot be computerized or marketed pre-cooked and pre-packaged. It is intended to be fun and satisfying for all who become a part of it. And it doesn't take expensive equipment or a Ph. D. degree to put it across. It takes people who like giving care to babies and who know very well how much there is for a baby to learn, and how much pleasure and satisfaction he can get from all that learning, as one day follows another.

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This slide series with script is an outgrowth of the presentation made at the annual conference of the National Association for the Education of Young Children in Boston on November 20, 1970: "Curriculum for <u>Very</u> Young Children." It has been prepared for distribution in response to many requests and an urgently felt need in programs designed for infants and toddlers.

The script and pictures make the point that day-to-day caregiving and play are replete with opportunities for learning by babies, toddlers, and their caregivers. It is designed to help those who care for very young children develop awareness of the many learnings infants and toddlers are achieving every waking moment of every day.

MORE INFORMATION ABOUT THE READINGS SUGGESTED HERE

Childhood and society by Erik H. Erikson.
Chapter 7, "Eight ages of man." New York: W. W. Norton and Company. Revised edition. 1963. (Paperback) $2.95.

A healthy personality for your child by James L. Hymes, Jr.
Children's Bureau Publication No. 337. Washington, D. C.: U. S. Government Printing Office. 1952, 1968. 20¢.

Children: behavior and development by Boyd R. McCandless
New York: Holt, Rinehart & Winston. Second edition, 1967.

Baby learning through baby play. A parent's guide for the first two years by Ira J. Gordon. New York: St. Martin's Press. 1970. (Paperback) $3.95.

The magic years by Selma H. Fraiberg. New York: Charles Scribner's Sons. 1959. (Paperback) $2.45.

"The good life" for infants and toddlers by Mary Elizabeth Keister. Washington, D. C. National Association for the Education of Young Children. 1970. $1.50.

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